

Abstracts



Readings in Measurement and Evaluation. Edited by Norman E. Gronlund. 1968. 463 pp. Available from The Macmillan Company, New York, N.Y. 10022. (No price listed.)

The collection of readings is designed as an introductory course in measurement and evaluation in education and does not require a background in statistics. Among other things, it deals with the measurement and evaluation process, constructing tests, interpreting scores, and using the results of measurement.

The Teachers' Library: How to Organize It and What to Include. 1968. 208 pp. Available from National Education Association, Washington, D.C. 20036. \$1.50.

This publication was prepared specifically to assist in organizing and administering a professional library for school teachers. It consists mainly of an annotated list of books, pamphlets, films, filmstrips, and journals on a variety of educational subjects. Among the categories of material included are methods of teaching, education, social sciences, pure science, and audiovisual teaching aids and methods.

Forms and Scope of Poverty in Kentucky. Ralph J. Ramsey. Resource Development Series 10. Available from Cooperative Extension Service, University of Kentucky, Lexington, Kentucky 40506.

In this publication the author discusses poverty in Kentucky in relation to several areas of life—such as income, education, and social participation. He gives several definitions of the term “poverty,” then indicates some objective measures of poverty (income, education, employment, housing, health, and social participation). In his discussion of the needy in Kentucky, Ramsey compares whites and nonwhites, old and young, migrants and the immobile, and refers also to rural-farm residents. His concluding chapter gives some implications for action programs. Included are recommendations of members of the National Com-

mittee for Economic Development as stated in their nine-point program of action concerning education and training.

Education for Relevance. Carlton E. Beck *et al.* 1968. 260 pp. Available from Houghton Mifflin Company, Boston, Massachusetts 02107. \$5.25.

"Meaningful education must make contact with cultural values, social functions, and individual lives," the authors assert. To do less makes it irrelevant. In dealing with this theme they present a historical perspective, a discussion of education in relation to changing circumstances, and the school in American society.

Social Foundations of Education. William E. Cole and Roy L. Cox. 1968. 458 pp. Available from American Book Company, Cincinnati, Ohio 45202. \$8.25.

A wide range of subjects concerned with education and the social setting are presented in 25 chapters. Topics range from demographic and economic aspects of education to the family, the teacher, the school, the community, and to the nature and ability of the learner.

Administration and Education: Toward a Theory of Self-Actualization. James M. Hanlon. 1968. 213 pp. Available from Wadsworth Publishing Company, Inc., Belmont, California 94002. \$6.95.

"The purpose of this book," says the author, "is to discuss the general outlines of a theory of self-actualization, in which education is the self-actualization activity of the individual person and administration is the self-actualization activity of the organized human group." This purpose is developed by discussing the work of administration and education, planning and problem solving, control and freedom, leadership, statesmanship, the environmental subsystem, and the application of the theory.

In Search of Teaching Style. Abraham Shumsky. 1968. 252 pp. Available from Appleton-Century-Crofts, New York, N.Y. 10016. \$2.95.

The central theme of this study is the activation of the learner as contrasted to passive learning. The theme is developed by focusing on what the teacher does as the basis for activating the learner. Teacher behaviors with the following orientations were studied and reported: (1) that directed to repetition as the basis for learning; (2) that directed to thinking; and (3) that directed to creative thinking. Special attention is given to the disadvantaged.

The Process of Social Organization. Marvin E. Olsen. 1968. 361 pp. Available from Holt, Rinehart and Winston, Inc., New York, N.Y. 10017. \$6.95.

The author deals with two major themes: process and social organization. He defines process in terms of the continual ongoing activity of becoming. Social organization is considered to encompass all processes

and instances of organized social life—not “formal associations.” He deals with such topics as the setting and creation of social organization; the types, participation in, and preservation of social organization; the process of social interaction, power, stratification, and evolution; and social planning.

Educational Psychology: A Programmed Text. Janice T. Gibson. 1968. 418 pp. Available from Appleton-Century-Crofts, New York, N.Y. 10016. \$4.95.

This programmed text is intended as an overview of those areas of psychology relevant to education, according to the author. It is suggested as a review for those who have taken courses in psychology, or, for those who have had no psychology, as a means of gaining a basic minimum understanding. It deals with materials concerned with research tools, growth and development, thinking and understanding, the learning process, problem behavior, and evaluation.

Patterns of Local Community Leadership. Linton C. Freeman. 1968. 138 pp. Available from The Bobbs-Merrill Company, Inc., Indianapolis, Indiana 46206. \$2.95.

Results of a study in one metropolitan community (Syracuse, New York) were concerned with three questions: (1) What is a community leader? (2) To what degree is leadership concentrated? (3) What factors affect differential rates of leadership by various segments of the population? Leadership is defined as the process by which a relatively small number of individuals effect (or prevent) significant change in the lives of a large number of individuals. Significant change is concerned with allocation of resources and facilities.

Productive Thinking in Education. Edited by Mary Jane Aschner and Charles E. Bish, 1968. 349 pp. Available from the National Education Association, Washington, D.C. 20036. \$3.00.

This collection of resource papers, commentaries on the resource papers, and implications for teaching are classified into four categories: (1) intelligence and its development, (2) motivation, personality, and productive thinking, (3) assessment of productive thinking, and (4) education for productive thinking. It includes contributions from a number of recognized authorities in psychology, educational psychology, and curriculum development.

Using Sensitivity Training and the Laboratory Method. Richard L. Batchelder and James M. Hardy. 1968. 128 pp. Available from Association Press, New York, N.Y. 10007. \$3.95.

The purpose of the project reported in this volume was to develop guidelines and standards designed to increase the probability of obtaining positive results for those utilizing sensitivity training in the YMCA. It is a case study of organizational self-analysis. External and internal

evaluations are reported along with criticisms of sensitivity training. Applications of findings (designing a laboratory and providing guidelines for its use) are also discussed.

Strategies for Development. Desmond M. Connor. 1968. 48 pp. Available from Development Press, Box 6265, Stn. J, Ottawa, Canada. \$1.00.

This is a handbook which "summarizes a training sequence designed to provide community-level workers with a simple and systematic guide to the many approaches which can and have been used to bring about development." It deals with a variety of "strategies" for development—through resources, technology, knowledge and beliefs, goals and felt needs, and others. Worksheets and suggested further readings are included.

Educational Administration as a Social Process: Theory, Research, Practice. Jacob W. Getzels, James M. Lipham, and Roald F. Campbell. 1968. 420 pp. Available from Harper & Row, Publishers, New York, N.Y. 10016. \$11.95.

The intent of this volume, as stated by the authors, is to explore ways of thinking about the problems of administration. It deals with the social-psychological aspects of human behavior in what is called a social process model—the internal dynamics of organization. The book is founded on work done at the Midwest Administration Center of the University of Chicago. Theoretical ideas are examined in relation to practice in educational administration as well as to research.

Interpersonal Dynamics: Essays and Readings on Human Interaction. Edited by Warren G. Bennis *et al.* Revised edition 1968. 766 pp. Available from The Dorsey Press, Inc., Homewood, Illinois 60430. \$9.25.

Readings in this collection are intended to broaden the understanding of "our life in others" both from a scientific perspective and from an intent to improve the quality and nature of interpersonal relationships. The book is organized into five parts: (1) relationships formed for the purpose of fulfilling "itself"; (2) relationships formed for establishing social realities, both personal and external; (3) relationships formed for the purpose of change or influence; (4) relationships formed to produce or create some goal or task outside the relationship itself. The fifth section deals with visions of ideal human relations (values, ideas, ethics) and how to attain them.

Organisation [sic] and Bureaucracy. Nicos P. Mouzelis. 1968. 230 pp. Available from Aldine Publishing Company, Chicago, Illinois 60606. \$5.00.

Organization and bureaucracy are examined from three theoretical orientations that have evolved: (1) the impact of large-scale bureaucracy

on the power structure from a broad societal perspective, (2) the scientific management movement with its focus on the individual worker, and (3) recent attempts to converge the bureaucratic and managerial points of view.

. . . other current titles

Evaluation of Family Service Program. Frank D. Alexander. Extension Study No. 19 (November, 1968), Office of Extension Studies, Cornell University, Ithaca, New York 14850.

Auxiliary Workers—Key to Enlarging our Potential. Berenice Mallory. *Journal of Home Economics*, LX (October, 1968), 623-28.

Farm Programs for the 1970's. Leo V. Mayer, Earl O. Heady, and Howard C. Madsen. CAED Report No. 32 (October, 1968), Center for Agricultural and Economic Development, Iowa State University, Ames, Iowa.

Relationship Between Home Background, School Success, and Adolescent Attitudes. Forest I. Harrison. *Merrill-Palmer Quarterly*, XIV (October, 1968), 331-44.

National Directory of Adult and Continuing Education: A Guide to Programs, Materials, and Services. Steven E. Goodman. 1968. 285 pp. Available from Educational and Training Associates, P. O. Box 9894 Southtown Station, Rochester, New York 14623. \$10.00.

A Methodology for Social Research. Gideon Sjoberg and Roger Nett. 1968. 355 pp. Available from Harper & Row Publishers, New York, N.Y. 10016. \$9.95.

The Self in Social Interaction (Volume I: Classical and Contemporary Perspectives). Edited by Chad Gordon and Kenneth J. Gergen. 1968. 473 pp. Available from John Wiley & Sons, Inc., New York, N.Y. 10016. \$9.95.

Individuality and Encounter: A Brief Journey into Loneliness and Sensitivity Groups. Clark Moustakas. 1968. 116 pp. Available from Howard A. Doyle Publishing Company, Cambridge, Massachusetts 02139. \$2.95.

Man and System: Foundations for the Study of Human Relations. Harry Holbert Turney-High. 1968. 635 pp. Available from Appleton-Century-Croft, New York, N.Y. 10016. \$9.50.